

# PUPIL PREMIUM STATEMENT (SECONDARY 2021-24)

## Pupil Premium (PP) Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy to 2023/2024, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Waverley School
Number of pupils in school	1688
Proportion (%) of pupil premium eligible pupils	51.96 (877 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 July 2023 (next review)
Statement authorised by	Ann Lloyd- Co-Principal
Pupil premium lead	Ann Lloyd- Co-Principal Hugh Derry- Vice Principal
Governor / Trustee lead	James Sutton- Chair of governing board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£550,080
Recovery premium funding allocation this academic year	£85,396.41
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,000

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The Pupil Premium is an additional source of funding provided to schools in Key Stages 1, 2, 3 and 4 to support the raising of achievement for deprived (disadvantaged) children, a group recognised nationally as vulnerable to underperformance at school. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The money is calculated by and given to schools by the Government. The Government hopes this additional funding will increase social mobility; enabling more pupils from disadvantaged backgrounds to progress as well as their non-disadvantaged peers, and ultimately reduce the national attainment gap between those who are disadvantaged and those that are not.

The Government allows all schools nationally to identify strategies they can implement in their schools to raise the attainment and progress of their disadvantaged pupils. Schools are free to spend the money in the best way they see fit. However, all schools are held accountable for how they have used the funding and for the impact their chosen strategies have had on the outcomes of the disadvantaged pupils in each cohort. Schools are held to account by the governing body, external reviews and the government league tables.

The funding is calculated by measuring:

- Pupils eligible for Free School Meals (FSM)
- Pupils that have ever been registered as FSM in the last 6 years (Ever 6)

The research to date suggests that schools can make a significant difference to the achievement of disadvantaged pupils through the appropriate deployment of the funding. At Waverley School we are committed to ensuring that all pupils make good progress regardless of their starting point and background. We strive to ensure that the deployment of funding across all key stages supports pupil progress and achievement both academically and pastorally. Success in both outcomes will better prepare our pupils to lead a fulfilling life when they leave us. Our pupil premium strategy is guided by this philosophy.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact

on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our strategy will also ensure that pupils are equipped to access their studies and that they experience a wide range of educational activities, some of which were not possible during the early stages of the Pandemic, especially during national lockdowns.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
	<p>When considering the most effective strategies to use in school the main overall barriers, which are listed below, have been taken into consideration.</p> <ul style="list-style-type: none"> <li>• Lower attendance</li> <li>• Lower levels of parental engagement</li> <li>• Fewer resources and support for home learning</li> <li>• Inconsistent pastoral standards</li> <li>• Lower aspirations</li> <li>• Lower levels of extracurricular involvement</li> <li>• The need to accelerate progress due to suppressed phase or/and school entry.</li> </ul>

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Below are the specific barriers, which have been taken into consideration	
1.	<p>The Mathematics attainment of disadvantaged pupils (PP pupils) is generally lower than that of their non-disadvantaged (non-PP peers). and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>GCSE Teacher Assessed Grades-TAGs: In 2021 PP pupils have not achieved as well in the grade 9-5 Mathematics measure compared to 2020 (Centre Assessed Grades-CAGs). The gap between PP pupils and their non-PP peers was 9.7%</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers, and find writing more challenging. This impacts their progress in all subjects.</p>
2.	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. This gap remains steady during pupils' time at our school.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>
5	<p>Our assessments (including information from our mentoring team), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data 2020-201 academic year indicates that attendance among disadvantaged pupils has been between 1.57% lower than for non-disadvantaged pupils in the secondary phase.</p>

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	33.33% of disadvantaged pupils have been 'persistently absent' compared to 28.51% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, that we meet the government target of 75% or above of all pupils entered for the EBacc- this will proportionately include disadvantaged pupils enter the English Baccalaureate (EBacc). In 2021 this figure was 86.6% of PP pupils compared to 89.5% of non-PP peers</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 5</li> <li>• an EBacc average point score of 5</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>
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### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £195,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments, including GL assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will be rolled out in all subjects	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	4



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<p>intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Improve English/literacy and Maths and Science outcomes for PP pupils across all year groups and for national outcome groups, i.e., year 11: meet at least national figures for GCSE grades          Regular analysis of PP pupil performance by the teams. Allocation of teaching staff and teaching assistant staff to support PP pupils</p>	<p>Data tracking from Directors of English, Maths and Science -prioritise the PP pupils in all faculty improvement strategy plans and target within faculty team plans. Regular analysis of PP pupil performance by the teams. Allocation of teaching staff to support PP pupils</p>	<p>1,2,3 and 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>          And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>All PP pupils have access to appropriate learning and revision resources          Head of Faculty to ensure correct, sufficient, and high-quality resources and equipment are purchased for PP pupils          Funding online curriculum resources: SAM learning, GCSE Pod, Pixl apps, Student Portal, Microsoft,</p>	<p>Information collated from in-school surveys and national reports indicate that some pupils do not have access to high quality support resources. The situation has worsened during the Covid-19 Pandemic   <a href="https://www.childrenscommissioner.gov.uk/2020/08/18/children-without-internet-access-during-lockdown/">https://www.childrenscommissioner.gov.uk/2020/08/18/children-without-internet-access-during-lockdown/</a></p>	<p>1,2,3 and 4</p>



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<p>and the careers and Well-being Portals etc. Enable access to the student portal resources- loan devices and dongles for internet access</p>	<p><a href="https://post.parliament.uk/covid-19-and-the-disadvantage-gap/">https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</a></p>	
<p>Improve teaching and learning strategy for all teaching staff and teaching assistant staff- providing appropriate high quality continuous professional development (CPD)</p>	<p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p>Continuing professional development (CPD), which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality.</p> <p><a href="https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review_2020.pdf">https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review_2020.pdf</a></p> <p>Evidence from this study: High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1).</p>	

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £97,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted mentoring and remedial support for PP pupils with emotional, mental health and wellbeing problems. This will include SEND support will include a range of mentoring programmes including peer mentoring, external agency support, e.g. the wellbeing crew, the Educational Psychology Team Service, Pupil and School Support Service, City of Birmingham Schools Pastoral Support Package,</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>This includes the secondary-phase launch of restorative practice with training, set up and follow on</p>	<p>Pastoral support programmes in place for vulnerable PP pupils or PP pupils with social, behavioural and emotional and wellbeing needs</p> <p><a href="https://www.earlyinterventionfoundation.org.uk/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions/">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p><a href="https://www.emerald.com/insight/content/doi/10.1108/JPMH-10-2018-0073/full/html">https://www.emerald.com/insight/content/doi/10.1108/JPMH-10-2018-0073/full/html</a> - effective peer mentoring</p> <p><a href="https://www.emerald.com/insight/content/doi/10.1108/JPMH-10-2018-0073/full/html">https://www.emerald.com/insight/content/doi/10.1108/JPMH-10-2018-0073/full/html</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6</p>

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<p>Attendance/support officers appointed to improve attendance.</p> <p>Effective cross-team (attendance officers, home-school liaison worker, pastoral staff, safeguarding staff) work to identify and support specific pupils and their families</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<b><u>Waverley School</u></b>		
<b>Pupil Premium Review 2021-22</b>		
<b><u>Context</u></b>		
<ul style="list-style-type: none"> <li>87% of the year 11 cohort were disadvantaged</li> </ul>		
<b><u>Strategies</u></b>		
<p>A number of strategies were put in place to support and improve the outcomes of the disadvantaged students last year including:</p> <ul style="list-style-type: none"> <li>Additional revision resources, including revision guides, SAM Learning, GCSE Pod</li> <li>Additional classes</li> <li>Additional Tutoring, including 1:1 tutoring</li> <li>Support on examination techniques</li> </ul>		
<b><u>Outcomes</u></b>		
<p>Below are the outcomes for the disadvantaged students in 2022 compared to the outcomes of all students in the year group.</p>		
	<b>Disadvantaged Students</b>	<b>All Students</b>
Disadvantaged Number of disadvantaged pupils in the Progress 8 score	156	190
Progress 8 score for disadvantaged pupils	-0.09	-0.06
Progress 8 score - English element	0.40	0.42
Progress 8 score - Maths element	-0.11	-0.10
Progress 8 score - Ebacc element	-0.49	-0.45
Progress 8 score - Open element	-0.01	+0.02
Average Attainment 8 score per disadvantaged student	43.17	43.49
English element	10.36	10.41
Mathematics element	8.11	8.16
EBacc element	11.19	11.33
Open element	13.51	13.59
Open element - GCSE only	11.27	11.34
Open element - non-GCSE only	2.23	2.24

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% of disadvantaged pupils entering the Ebacc	40.6	41.1
Average EBacc APS score per disadvantaged pupil	3.62	3.65
% of disadvantaged pupils achieving grade 5 or above in the Ebacc	9.7	11
% of disadvantaged pupils achieving grade 5 or above in English and maths	40.6	40.5

As this was the first year that external examinations took place since 2019, it is very difficult to compare the 2022 outcomes with previous years. However, it can be said that the outcomes of disadvantaged student's in 2022 were broadly in line with the outcomes of all students.

### **Attendance (Whole School)**

2021-22	PP Students	All Students
Attendance	89.2%	90.1%

As a result of Covid, there was a big impact on attendance. However, due to continuous monitoring, communications with parents/carers and home visits, the attendance of our PP pupils was in line with whole school attendance.

### **Externally provided programmes**

Programme	Provider
National Tutoring Programme (NTP)	The Access Project and Ranstad
KS4 study intervention	Impress the Examiner
KS4 study intervention- metacognition	Elevate Education
All key stages and a wide range of areas- teaching, learning, assessment, leadership, CPD, subject specific support, pastoral and wellbeing	Pixl
Pastoral Support Package	City of Birmingham Schools (COBS)